Anecdotal Notes for Math

March 1, 2011

**Skill: Graphing-Point Slope Form**

**Grade: 11th**

Although Breonia was engaged in the lesson, she was often distracted by the behavior of her peers. For example, some students were singing. Other students were arguing and playing. As a result, Breonia frequently lost focus. As the lesson progressed, she began to yell out responses to the teacher’s questions without being called on. She also began arguing with various students and playing. Even when she tried to pay attention and regain focus, she was often interrupted. It was evident that Breonia is intelligent and capable of performing well because despite her environment, she grasped the material. Breonia was accurate in her responses to the problems she worked independently.

Dashawn was less engaged in lesson. It appeared that she was less engaged, because she did not comprehend the material. When asked to read a paragraph out loud, Dashawn could not pronounce the vocabulary terms. She did not know the meaning of the words as well. In addition, the class’ behavior was a distraction. When she was striving to concentrate and learn how to graph, the noise in the room frustrated her. As a result, she stopped striving and sat quietly at her desk until class ended.

Anecdotal Notes for Science

March 2, 2011

**Skill: Environmental Science/Reading Comprehension Worksheet**

The teacher provided the class with a plethora of assignments. Breonia was completely engaged in her work. She worked with a partner to complete the assignments. She searched diligently for responses to the teachers questions. The class’ behavior was sufficient. Her behavior was proper as well.

Although Dashawn struggled with writing complete sentences, she worked tirelessly for the entire class period. She worked with a partner. She struggled with the material, but she did not give up. She may have been more inclined to keep working, because the class’ conduct was conducive to learning. Further, working with a partner was beneficial. It was evident that she did not feel confident working independently. She was paired with a strong partner. As a result, Dashawn was able to reach over and readily ask her partner questions about the material.